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## Ellen Freedman Newly Elected President of Class of 1962

Ellen Freedman has just been elected president of the freshman class. Ellen comes from Freehold, N. J. She attended high school at Miss Fine's in Princeton, N. J. At Miss Fine's she was President of the Social Service Committee, an organization for raising money for outside charities and for amassing volunteers from the students. Previously she was a representative and treasurer for this organization.

Ellen also served on the school newspaper, was a member of the Glee Club for four years, and a member of jazz and madrigal singing groups. In the realm of athletics, she was a member of the hockey, basketball, and lacrosse teams.

At Connecticut, Ellen is undecided about her major, but she is very much interested in languages. Last summer she was on the experiment to France, and this experience contributed a great deal toward her enthusiasm about foreign languages, especially French.

This year Ellen is also co-chairman of Branford House.



ELLEN FREEDMAN

## Dad's Organization Provides Anonymous Scholarship Help

The Dads' Fund is a unique institution at Connecticut College through which financial aid is anonymously extended to girls who find themselves unable to remain at college because of unexpected family reverses. It is an emergency fund which operates independently of the regular scholarship program.

Handled by a committee of fathers composed of three representatives from each of the four classes and a chairman, the fund is administered by the college so that committee members never know the recipients of the aid. The committee, which is elected annually by the previous committee is headed this year by Mr. Owen L. Quinn of West Hartford, Connecticut, father of Barbara Quinn who is president of the

senior class. The advisory members of the committee are President Rosemary Park, and Mr. M. Robert Cobbledick, Director of Admissions; the secretary is Miss Warrine E. Eastburn, Assistant to the President.

The fund was originated in 1938 when a girl in the sophomore class who would have had to leave school because of financial circumstances at home was anonymously aided by the fathers of her classmates after they learned about the situation from their daughters. It has continued to grow until today the fund has helped as many as twenty girls a year. During the academic year 1957-58, the Dads contributed \$10,585, to the fund.

Letters are sent annually to the fathers of all students, and contributions in any amount are given voluntarily. Mothers and guardians are invited to contribute if they wish.

The Dad's Fund this year has been incorporated into the 50th Anniversary Fund Campaign. This general campaign, the first in the history of the college, was conceived for the purpose of raising \$3,100,000 which will be used for salaries, scholarships, books and buildings. A sum of \$445,000 has already been given or pledged by trustees and close friends of the college, and the college hopes to have \$1,500,000 more by the commencement of 1959 through contributions of alumnae, parents, and friends. Of the proposed \$3,100,000, approximately \$400,000 will be allocated to student scholarships. President Park has pointed out that increased scholarship aid will be necessary to meet the ever-increasing tuition costs. The rest of the money raised by the drive will be used for faculty salaries in a plan that will expend \$1,870,000 over a period of ten years; completion of the Crozier-Williams Recreation Center; new construction at Palmer Library, and the purchase of new books. The 50th Anniversary Drive was announced by President Park at the Alumnae Day assembly on October 4.

## Play Production Plan Dryden's "The Tempest"

No sooner had the curtain dropped after the performance of *The Old Wives' Tale* than the Play Production Class began work on its second production of the season, Dryden's *The Tempest*. The play, which will carry through the fairy-tale motif of its predecessor, will open on January 9 in Palmer Auditorium.

While Dryden's play may be unfamiliar to many on campus, the plot is not unknown since his work is an elaboration of Shakespeare's *Tempest*. An old man, played by Nancy Donahue, his two daughters, portrayed by Linda Bowen and Nancy Waddell, and a young man, Thalia Geeter, live in exile on an island. Since the old man has kept the young people apart since childhood, they have no knowledge of love or acquaintance with the opposite sex. Their only companions on the island are spirits in the guise of Nancy Savin, and monsters, played by Pam von Nostrand and Janne Theilgaard, until a shipwreck brings the usurpers of the old man's dukedom, portrayed by Marcia Silverman, Lynn Coyne, Mary Wofford and Tove Martin, to the island. Margaret Kegelmann will be seen as the son of one of the usurpers, who is also shipwrecked. From this point on the plot revolves around the romances of the young people and the punishment of the usurpers.

The play will be presented in a setting designed by Jill Dargeon while behind the scenes Sue Oliver, Linda Stallman and Margaret Kegelmann will handle the lights. Pam van Nostrand will provide the make-up while Laurie Pritchard and Nancy Waddell will design the costumes. Harriet Kauffman will supply sound and props with Colleen Dougherty acting as stage manager, Dede Pliemer as assistant stage manager and Joan McDuffee as publicity manager. Miss Margaret Hazelwood will direct the entire production.

## Dean Noyes Names Elaine C. Anderson Winthrop Scholar

At the afternoon assembly on November 19, Dean Gertrude E. Noyes announced that Elaine C. Anderson has been named Winthrop Scholar. A member of the Class of 1959, Elaine is an English major.

The institution of Winthrop Scholar was established at Connecticut College by the faculty in 1928, in recognition of high scholarship, personal fitness, and academic promise. Since 1935, when a chapter of Phi Beta Kappa was established here, the honor of Winthrop Scholar has been awarded automatically to those senior students who were initiated into Phi Beta Kappa their junior year.

The daughter of Mr. and Mrs. Carl Anderson, Elaine is a resident of Easton, Connecticut. She attended high school in Fairfield. Elaine is a member of the Library Committee and was recently chosen to represent Emily Abbey in the Student-Faculty Forum. Her plans include marriage in June and enrollment in graduate school, where she intends to continue her studies in English.

## Sakura Matsuri Theme of Hop Cathy Burrowes Heads Event



CATHY BURROWES

Last year Cathy Burrowes was president of the Freshman Class. This year her election to the position of Social Chairman of the sophomore class automatically made her head of Soph Hop. She began to function in this capacity as soon as she arrived back in September by forming an "idea committee" which is to be credited with the choice of the Japanese theme for the weekend's activities.

Cathy's home is in Keyport, New Jersey, where she went to high school before attending the Northfield School for Girls in Massachusetts. She has two sisters: one (Mariby) is a senior here, and the other is a senior at the Kent Place School in Summit, New Jersey. Her brother teaches at M.I.T.

## H. R. Niebuhr To Speak Here Sunday Night

Dr. H. Richard Niebuhr, Sterling Professor of Theology and Christian Ethics at Yale Divinity School, will be the Vesper speaker at Harkness Chapel, Sunday, November 23 at 7 p.m.

### Ordained Minister

A brother of Dr. Reinhold Niebuhr of Union Theological Seminary, Dr. Niebuhr is an ordained minister of the Evangelical and Reformed Church. He received his doctorate from Yale and holds degrees from Elmhurst College in Illinois; Eden Theological Seminary, and Washington University. He was for three years president of Elmhurst College.

### Writer of Books

Dr. Niebuhr is the author of several books including *Christ and Culture* (1951); *The Meaning of Revelation* (1941); *The Kingdom of God in America* (1937), and *The Social Sources of Denominationalism* (1929).

The Vesper service will be lead by The Reverend Gordon P. Wiles, Director of chapel activities. The college choir will sing under the direction of Professor Arthur W. Quimby, Chairman of the Music Department.

Following the Vesper service Dr. Niebuhr will talk with the students at a coffee in the library of Harkness Chapel.

### Chapel Speaker

The guest speaker for the Cha-

pel service to be held at 11:00 a.m. on Sunday, December 7, will be the Reverend John D. Verdery, Headmaster of the Wooster School, Danbury, Connecticut. Reverend Verdery is well-known as an educator and a clergyman. He was born in Berkeley, California, in 1917, attended Blair Academy, and received his B.A. from Princeton in 1939. Reverend Verdery also attended Union Theological Seminary from 1939-1941 and received his B.D. from the Episcopal Theological Seminary in 1942.

Cherry blossoms, parasols, and Japanese lanterns will prevail at the Sophomore Hop weekend, December 5, 6, and 7. The theme is oriental and the title of the dance is "Sakura Matsuri" (Cherry Blossom Festival).

The events of the first college weekend festivities of the year will begin at 8:00 p.m., Friday evening with the Wig and Candle play, *The Enchanted*, by Jean Giraudoux. The "Uta Kai," or Song Festival, will take place in Palmer Auditorium at 2:30 Saturday. Participating groups include the Jabberwocks from Brown University; the Dunster Dunces, Harvard; the Jibbers, Wesleyan University; the Idlers, Coast Guard Academy; the Dissipated Eight, Middlebury; and Connecticut's Shwiffs and Conn Chords. Ed Wittstein's orchestra will play for the "Sakura Matsuri" at Knowlton Salon from 8:30 p.m. to 12:00 p.m., and the Duke's Men from Yale University will entertain during intermission.

Sunday afternoon from 2:00 to 5:00 at the Norwich Inn the entertainment committee presents an "innovation in Conn College jazz concerts," the "Jazu Taifu" (typhoon of jazz): Josh White and family renowned folk singers, and a jazz group.

Chairman of the big affair is Cathy Burrowes, sophomore class social chairman. The following girls are assisting her in preparations for the weekend: decorations, Janet James and Bobsey Flug; publicity, Kay Mingolla and Andy Chamberlain; chaperones, Randi Whitman; refreshments, Janice Cook and Penny Saunders; tickets, Robin Foster and Leigh Davidson; and entertainment, Rosie Linder and Sue Snyder.

A ticket for the three main events will cost \$6.50 per couple. The Song Festival is \$1.25 per couple and \$.75 per person; the dance, \$2.50 per couple; and the jazz concert, \$3.00 per couple and \$1.75 per person.

Friday and Saturday late privileges, extended only to sophomores attending the weekend, are 1 o'clock Friday night and the usual 1:30 Saturday night. Freshmen attending the dance may obtain a 1:30 privilege for Saturday, but they must sign up in the Dean's office.

Watch for a summary of the weekend's events and a write-up on Josh White in a pamphlet issued Wednesday by the committee. Also included in this publication are suggestions for places to eat and list of places for dates to stay.

Reverend Verdery was director of St. Paul's Cathedral Camp and Assistant Rector of St. Paul's Cathedral in Boston in 1942.

## Great French Poet Subject of Speech By Yale Professor

The French Club and the Department of French invite everyone interested to a lecture to be held in English (with a few French quotations) on Tuesday, December 2 at 4:30 p.m. in the Palmer Room of the Library. The lecture is to be held in celebration of the 150th anniversary of the birth of the great French poet Gerard de Neval. Neval, whose legendary life ended through madness, in suicide, was one of the most exquisite lyrical poets, also noted as a novelist, a translator, a friend of the Romantic poets, painters, musicians, a world traveler.

The lecture will be given by Professor Henri Peyre, Sterling professor of French and chairman of the Department of Romance Languages at Yale. Mr. Peyre, author of a number of noted books in criticism, is a native of Paris. He studied at the Sorbonne and Cambridge University. He taught at the University of Lyons, in France, then at Bryn Mawr College, from where he went to be a professor of French

See "French Lecture"—Page 6



## Calendar of Events

<b>Thursday, November 20</b> Russian Lecture on Puskin, Mrs. Khralraff	Hale Lab, 7:00 p.m.
<b>Saturday, November 22</b> Campus Movie: "Letters from My Windmill"	Auditorium, 7:30 p.m.
<b>Sunday, November 23</b> Vespers, Dr. Richard Niebuhr	Chapel, 7:00 p.m.
<b>Tuesday, November 25</b> Special Thanksgiving Service	Chapel, 5:20 p.m.
<b>Tuesday, December 2</b> French Lecture, Prof. Henri Peyre	Palmer Room of Library, 4:30 p.m.
<b>Friday, December 5</b> Wig and Candle Play, "The Enchanted"	Auditorium, 8:00 p.m.
<b>Saturday, December 6</b> Utai Kai—Song Festival Sakura Matsuri—Cherry Blossom Festival	Auditorium, 2:30 p.m. Knowlton Salon, 8:30-12:00
<b>Sunday, December 7</b> Rev. John D. Verdery Jazz Concert	Chapel, 11:00 a.m. Norwich Inn, 2:00-5:00 p.m.

## Sideline Sneakers



by Gay Nathan '61

Well, the Halloween party was a howling success. We had everything from the Devil to Miss America; we threw wet sponges at our "friends" and ducked for last year's apples; we drank cider while getting a professional "back-rub"; and we made our Learned House children very happy. Everyone enjoyed having the kids there and AA plans to have them back soon for a return visit.

Next in line of AA's tremendous achievements was the fun-packed "Square Dance" held at the gym. The caller, John Melish from Harvard, was a real pro, and he brought with him a great group of musicians. Representatives from men's schools turned out in force and practically everyone knew how to square dance! There was a good turnout from campus, too.

Fall season ends on Thursday, November 20, and on that date, AA is holding the annual Fall Coffee. Everyone is cordially invited to come, as we are all members of AA. There will be refreshments, a re-hashing of past events, and some good ideas for the coming Winter and Spring sessions. Maybe you have one of those ideas, so jot down the date of the AA Coffee on your calendar.

What has happened to Frisbee? Have the hoops taken over? Of course you can't spin a frisbee around your waist, but those hoops are pretty hard to toss around! Will there be a campus frisbee revival next spring? To frisbee or not to frisbee,—that is the question . . .

What prominent person in Administration wrote (on the back of a napkin) that every senior will get to swim in the Rec Hall pool before graduation? That's good news for all of us. We probably won't be with you again before Thanksgiving, but after vacation we should have the results of the "hot" tennis tournament that's in progress right now. We wish the players good luck, and we wish all of you a wonderful Thanksgiving of eating, sleeping, and spending!

The Sneak

P. S. We have just received a scoop! The dorms have elected A.A. representatives. Freeman; Ann Goodrich; Jane Addams; Dinny Heiskell; Mary Harkness; Linda Pond and Heidi Angevin; Knowlton: Judy MacPherson; Windham: Ann Decker; North: Linda Barnett; Thames: Betsy Carter; Winthrop: Merina Neris;

Larabee: Sarah Jackson; East: Joan Hemingway; Grace Smith; Randi Whitman; Branford: Annette Spera; Blackstone: Carol Bankhart; Plant: Doris Ward; Katharine Blunt; Ann Entekin; Emily Abbey; Betty Lou van Au; Commuters: Jean Dennison. Congratulations!

The winners of AA Club awards were announced at a Coffee held this evening in Larabee House. The five girls who fulfilled the criteria last Spring are Elizabeth Flower '60, Aggie Gund '60, Del Merrill '60, Brenda Shannon '60, and Elizabeth Earle '61.

Seven girls received club awards for their participation this Fall: Millie Price '60, Debbie Stern '60, Margie Fisher '61, Wendy Gilmore '61, Debbie McKown '61, Leslie Pomeroy '61, and Sue Snyder '61. Hope Gibson '59 and Tommy Saunders '60 have the distinction of being the only ones to receive seven club awards.

Among the girls recognized for their participation in club hockey were Lucy Allen, Polly Alling, Heidi Angevine, Carol Bayfield, Edwina Czajkowski, Ann Entekin, Hope Gibson, Glenna Holleran, Carolyn Keefe, Sally Klein, Katty Lloyd-Rees, Judy Petriguin, and Betsy Peck, all members of the Class of 1959. The twelve juniors who played were Cynthia Enloe, Betsy Froment, Joan Hemenway, Ann Houmiel, Jody Jakes, Weezey Lane, Bunny McPeck, Betsy Newman, Millie Price, Tommie Saunders, Debbie Stern, Melinda Vail.

The members of the Sophomore team were Nancy Allen, Abbie Clement, Nancy Cozier, Eva de Chelnoky, Ann Decker, Margie Fisher, Wendy Gilmore, Debbie McKown, Lawney Nichols, Paula Parker, Margie Pearce, Leslie Pomeroy, Sue Snyder. Playing for the Freshmen were Linda Bailey, Carol Bankart, Louise Brickley, Betsy Canter, Nancy Clarke, Ellen Freedman, Jo Habermehl, Bess Haines, Glo Henriques, Lee Knowlton, Sandy Loving, Pat Peck, Barbara Platz, Anne Sitnick, Ellie Thompson, Sarah Worthington.

## Chapel Notes

<b>Friday, November 21</b> 8:00 a.m.	Jean Lombard '61
<b>Monday, November 24</b> 8:00 a.m.	Silent Meditation
<b>Tuesday, November 25</b> 5:20 p.m.	Special Thanksgiving Service

# FREE SPEECH

## A Forum of Opinion from On and Off the Campus

The opinions expressed in this column do not necessarily reflect those of the editors.

Dear Editor:

I am very much interested in your recent attention to a view of Smith College by a student visitor from Harvard. If Smith is a community of timorous young ladies intent upon noblesse oblige, so much the worst for Smith. If the Harvard "mystique" finds in the words of this student a voice to call unto the Smith "mystique," so much the worst for the communion of Eastern institutions. (The distorted equation of occasional "Bohemianism" and "badness" at Smith with thinking is curiously impressive!) We may review another Harvardian pontification with the curiosity of on-looking neighbors. But when your paper ventures that "some of what Mr. Krupnick has to say could be said of Connecticut as well," you invite attention to a matter of central concern here and elsewhere in American colleges. No doubt the application to us is justified.

The impressive fact in American collegiate education today is the patency of the student mind. I say this with full recognition of the potential for development and intellectual stature which this mind simultaneously possesses, and in gratitude for the thinking students on our campus, past and present, who have known and know why they are here. As a nation we are everywhere paying a terrifying price for the efficiency of our production lines. We have succeeded in imposing upon the process of higher education certain of the judgments by which we evaluate manufactured goods. If we take Smith College as an example, what we confront in "mystique" is the die of the stamping process. And who are the makers of this die? The students make it, in the attitudes which they bring to the colleges, in their views of what is worth seeking, in the nature of their confrontation of curricula and the formal requirements determined for graduation, in their apathetic submission to the categories which they make for themselves. The Smith student who offers criticism of the judgment from Harvard takes the habitual and the lazy way of naming academic failure: it is in the faculty, she decides, that an unyielding conformity and a fear of being out of type are engendered. I am reminded of a complaint registered in a letter which appeared in your columns last year. The student who wrote it objected that the faculty of Connecticut was not teaching her to think. She cited the ability of a Williams student so much more fortunate than she that he could maintain a period of four hours of cogitation in solitude under a tree. Who, indeed, teaches the individual to think other than himself? The charge made was more pathetic than rational, Williams College notwithstanding. The letter exposed more than all else the student's awareness of her own dim acquiescence to intellectual torpor.

That American students in the majority expect to be stamped by the die is apparent throughout this country. Except in rare instances, they enter college with the placidity of one who submits to four years of "thinking" which will be accomplished and delivered by the instructor. One may well ask the question, if he is of a college faculty: when will a generation of students arrive with the salutary view that he, the instructor, is a guide and an intermediary rather than a legislator (if one gives him the highest function) or a machine tool expert (if one gives him the lowest)? I do not believe that there is a responsible member of any good college faculty in America

who wishes to serve on a production line. At the very least, the instructor is an American who would prefer in all cases an uneasy stirring of the student out of apathy into individuality rather than a meek submission to being shaped.

We need, in the very widest national sense, more assumption of intellectual responsibility on the part of students, and less mewing about college faculties. We need an end to a curiously American infantilism which our college students perpetuate. In the modern world there is no room for the "finishing school." I do not believe that there is a single course on our campus which does not offer in some way in each of its meetings a challenge for thought. American students and not faculty members made the character of American colleges. These students hold the power or the failure of our uncertain future. Ten years of close study of American civilization do not convince me that our nation has held the line, let alone progressed, in its insistence upon the intellectual responsibilities attendant upon an opportunity to experience higher education. Rather, as a nation, we must be charged with corruption and regression. We have had too much ease in material advantages; and we may very probably have had too much success in war.

If it is true that the charge of noblesse oblige may be brought against us, as well, by other student communities devoted to a comparable "mystique," then I think we should aspire to at least two courses of action here. First, there should be less thinking about our likenesses to other institutions; and, second, there should be a more intent search for what Ralph Waldo Emerson called the Aboriginal Self. The foolish conformity of other people to types is not the issue. In one's confrontation of a self which must be uniquely defined through thought and no other means, the Self self-formed through the hard work of thinking, is the only real justification for higher education anywhere. Every classroom should be voiced multiply and divergently. If it is not, the plain fact is that it has failed; and in an age when the unknown rises enormously and more insistently than it has at any other time in the history of modern man, it has stupidly, and tragically, failed.

James Baird

Dear Editor:

There is, I find, a lack of enthusiasm in our generation which manifests itself on many college

campuses, and particularly on this one. The majority of criticism which is directed against the unenthusiastic student, however, seems to call for enthusiasm for a particular college tradition or organization.

Enthusiasm, it must be realized, encompasses many things; without enthusiasm there is apathy and the drive for knowledge and experience becomes a thing of forced necessity rather than desire and interest.

No one can cry for enthusiasm on a college campus, Connecticut included, if it is not inherent in the individual. This feeling, however, is a part of each of us that appears to be suppressed; we find enthusiasm condemned not only in the realms of certain kinds of intellectual endeavor, but in extra-curricular realms as well.

It is not enthusiasm that I ask for, but the expression of enthusiasm. Each of us has a small world of experience behind us, and in this world each of us has found some one thing over which we are enthusiastic. The expression of this sentiment enables others of us who have not been subjected to the same kinds of experience to enrich our knowledge in other fields and to explore further certain facets of life hitherto unknown to us.

If we ask for enthusiasm from the student body as a whole, we must first set the example by feeling free to express an opinion, to elaborate on a unique experience; in short, to present ourselves to those around us in order to enrich the texture of our lives as well as the lives of others.

Marcia Silverman '61

## Movie Schedule

### CAPITOL THEATER

Tues., Nov. 18—Sat., Nov. 22

Party Girl  
Cyd Charisse  
Robert Taylor  
Crooked Sky  
Wayne Morris

Sun., Nov. 23—Tues., Nov. 25

The Spider  
The Brain-Eater

Starting Wed., Nov. 26

House Boat  
Sophia Loren  
Cary Grant

### GARDE THEATER

Wed., Nov. 19—Tues., Nov. 25

The Defiant Ones  
Tony Curtis  
Sidney Poitier  
Terror in a Texas Town

Starting Wed., Nov. 26

Home Before Dark  
Jean Simmons

# ConnCensus

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## College: Sentiment v. Experiment

**Editor's note:** Harper's Magazine has been featuring a series of articles on different types of American colleges. The first one entitled "Imperial Harvard," appeared in the October issue, and the second, an evaluation of Sarah Lawrence, also by David Boroff, was featured in the November issue of the magazine. The following commentaries criticize the two institutions in the light of Mr. Boroff's presentation.

### Imperial Harvard

by Vernon G. Smith, Department of Education

The title of this article might lead one to expect a scathing criticism of Harvard's pretensions to greatness, but such expectations are not realized. It is true that most of the familiar clichés are here—parenthetically one wonders why the omission of that one to the effect that you can always tell a Harvard man—but you can't tell him much. These criticisms, however, are softened by the deftly humorous treatment of them—and the display of the other side of the coin. Granted that "Harvard men take its superiority for granted," yet Harvard has "a sense of the absurdity of its own postures." Although "there are many scions of wealthy families at Harvard," yet "Harvard is not a rich man's school," and—further—"if young people are going to inherit great influence, you might as well get your hands on them." It may be that "intellectual rivalry is fierce," yet "it is still possible to have had grades at Harvard and yet consider yourself well educated." Possibly the "Clubbies" are "princes of snobbery," still "they to some extent reduce the pressure toward other forms of social stratification."

### Gen. Ed. Courses

Two notable trends emerge which indicate departure from the more usual—or, perhaps, traditional procedures. The number and breadth of "Gen. Ed." courses evidence a gratifying effort to avert the potentially inherent narrowness of the typical major program. While retaining the depth through a field of concentration, apparently there is greater breadth through significant contact with other fields of learning. There is certainly an effort to develop an educational pattern which cannot be facetiously characterized as learning more and more about less and less. Perhaps this is recognition of the dangers of sectioning human knowledge into the neat cubicles implied by rigid subject and departmental lines which are so frequently drawn.

### Student Guidance

The second of these trends relates to the counsel and guidance with which the student is furnished both in his immediate study and in his long range planning. The tutor also serves as an adviser and counseling is decentralized and handled by faculty members of the student's house. There is much to be said for warm, human, personal counsel from an older "friend" and counselor as opposed to the necessarily more impersonal "guidance" of the professional "Director of Guidance" who must deal with numbers and who often seems rather impersonally clinical and remote—perhaps too much involved with test scores and Rorschach ink-blots.

### Vocationalism

It is not so pleasing to see the complacent perpetuation of the traditional distinction between the studies proper for the gentleman who does not stoop to a vocation

and the studies suitable to aid one in a career—these last being labeled "vocational"—the label constituting something of a stigma. One reads that "Harvard College is free from vocationalism," and "I suppose you might say we're snobbish about that." Oddly enough, from the figures given here, some thirty to forty per cent of Harvard graduates do not go on to advanced study. From the presence of a very efficient placement bureau, the annual visits of interviewers seeking graduates for employment, and the fact that "Harvard eventually calls all its sons to an accounting"—it seems clear that this thirty or forty per cent must have sought and found vocational value in the studies which they pursued—far above such cross motives though they may have been.

### Liberal Vs. Servile

This attitude seems to be the "dualistic separation of ideas and action, of the 'intellectual' and the 'practical,' of the liberal and the servile arts"—quoting John Dewey—"that marked the feudal age." Dewey continues, "The forward movement—is to do away with the chasm which ancient and medieval educational practice and theory set up between the liberal and the vocational, not to treat the void, the hole, constituted by this chasm, as if it were a foundation for the creation of free society." To quote further, "There is nothing whatever inherent in the occupations that are socially necessary and useful to divide them into those which are 'learned' professions and those which are menial, servile, and illiberal. As far as a separation exists in fact, it is an inheritance from the earlier class structure of human relations. It is a denial of democracy." Surely the cause of scholarship, the development of the scholar would in nowise be injured or degraded by the recognition that practical and vocational values were inherent in the subject studied—nor, even, by some study pointed toward vocational values were inherent in the subject studied—nor, even, by some study pointed toward vocational competence for those, at least, who will not or cannot continue with graduate study.

In toto, the article is a very readable discussion of current trends in a great and very influential university. When it pricks with its wry humor, it assuages with an ointment of appreciation. When it jibes at hallowed custom, it dulls the barb with frank admiration. With its most engaging style it can be read with equal enjoyment by the student of education and the casual reader who is attracted by its possibly ironic title.

### Sarah Lawrence

by Joyce MacRae '59

The object of the second of David Boroff's articles in Harper's Magazine was an analysis of Sarah Lawrence College in light of its youth and of its well-known experimental nature. Enough is known of Sarah Lawrence's academic program and of the school's physical makeup to see that the Bronxville college is the type antithesis of the conservative, time-established Harvard, the object of Mr. Boroff's first study. The methods and the accomplishments of these two institutions differ extensively, but both schools champion learning and intellect to the utmost. Suppose Mr. Boroff were to include Connecticut, as another bastion of knowledge, in his scale of values in education? Connecticut is young and her campus is inti-

mate; she is conservative and adheres to tradition in method. Would we then stand as the mean, incorporating sufficient elements of each extreme? Can we, thoughtfully and objectively, consider our situation as the ideal medium? We know that we cannot assume this position. We realize that we are not perfect, just as Sarah Lawrence is not perfect. But Sarah Lawrence has been experimental. Can Connecticut, at this stage of growth, afford openly to admire and perhaps assimilate some of the aspects of this college that differ from our own and which carry her further in her intellectual pursuit?

### Progressive School

Sarah Lawrence, established in the enthusiastic 20's, is admittedly progressive. The school has seen fit to throw off, to a degree, the traditional bookish emphasis, the rigid course lay-out, and the plan of specific day-to-day assignments. While Sarah Lawrence still retains some of the latter values "the individual and her interests are the center of the educational process." "Each student (with a certain amount of institutional controls, insists President Harold Taylor) formulates her own course in accordance with her interests. The Sarah Lawrence girl takes only three courses a semester. Most courses meet only once a week for a two-hour session. The rationale is that the student must be given time to read, to concentrate on what interests her when it interests her and not be shuttled from one course to another in the usual four-year rat-race."

### Small Classes

"Classes are small, seminar-size by the standards of other colleges. Each student has a weekly conference with every one of her instructors. 'This program,' a dean observed, 'creates the will to participate in education, not just to be fed.' The lines of communication between teacher and students are tautly-drawn."

"Self-criticism is chronic and remorseless." The self is the standard and is therefore in a constant process of re-evaluation. There is no chance to evaluate oneself through a standard of academic grading.

"The girls dare to yearn. There is authentic generosity of spirit among Sarah Lawrence students, compassion, and a flair for enthusiasm all too rare among college students in these fattening 'fifties.'"

### No Paragon

These comments admittedly emphasize the ideal side of this progressive school. Mr. Boroff's analysis is sufficiently honest and candid, however, so that Sarah Lawrence is not made a paragon for all to emulate. She is still failing in a perfect blend of academic control and intellectual freedom, of student aggressiveness and student-faculty "togetherness," of self and society. Sarah Lawrence, like Connecticut, and like their contemporaries, still falls short of the ideal route of intellectual pursuit. But Sarah Lawrence, unlike her comrades in the education field, has seen fit to experiment, to initiate, to be a little bit bold and a lot more positive; she has progressed faster and farther in her pursuit of intellectual satisfaction. Whether or not her solutions are adaptable to our needs at Connecticut is a matter not to be settled with a straight "yes" or "no." This is not a question of imitating or of not imitating. Her solutions can, however, serve in the interim to open our eyes to a self-evaluation and can perhaps lead to more novel, more satisfactory solutions to our own short-comings.

## Three Connecticut Students Recount Experiences Abroad

### University of Bonn

by Suzy Tucker '61

English-born-Pennsylvania-bred Fern Alexander, a Senior this year, spent last year at the University of Bonn, Germany.

A German major, Fern left in September of last year. She began at the University in November where she studied German Literature, History and Grammar, and did not return to America until August. Although she took the trip independently (her father was stationed there) she managed on \$500 for her entire stay (not including the trips over and back). She accomplished this by spending approximately fifteen cents a day on lunch, and earning free lodging second semester by baby-sitting.

The University of Bonn was founded in 1819 by Prussia; the building was originally that of the Archbishop of Cologne. The classes are large—ranging from a minimum of fifty students to a maximum of about one thousand, thus making personal student-faculty relationships next to impossible. The scholastic standards, however, Fern found much higher than ours. Although the educational system is not liberal, it is tough, and a graduate will have a thorough background. An American in Germany, Fern remarked, appears "uninformed and uneducated." The people think differently—as a result of the war, they have a much more serious attitude, and, being a naturally philosophical people, they have a purpose in everything they do. One is constantly aware of the damage caused by the war. The library, for example, was rendered "hopelessly inefficient" having been almost half destroyed by the war.

Bonn is known in Germany as the "Capital Village" because it is so small and provincial. It was founded by the Romans, but it has been historically unimportant (so far). Beethoven was born there, but other than that, it has little to claim artistically. Fern attended operas and plays while in Bonn, but night clubs are practically non-existent. Much of the social life of the University centers around the fraternities. To become a member, a student must fight a duel—often the young men are seen wearing bandages around heads, arms, etc. The girls invited to the fraternities are daughters of older members. Women, in Germany are still less emancipated than those in America, although their situation is improving.

Fern lived outside of Bonn while she was attending the University. The first semester she commuted to school on the tram. The second semester, she bought a bike, and pedaled back and forth every day. The Gym Department wouldn't give her credit for this, and her bike was stolen at the end of the year.

Aside from the time spent at the University, Fern did quite a lot of traveling. She spent four weeks at Munich with a family and two weeks in Florence. She took car trips, and went alone into the country to visit churches and monasteries. She enjoyed seeing how long she could put herself over as a native, before her "Americanness" was discovered. She liked the aloneness she found there, but, she adds, man is a social animal.

### Year in Madrid

by Sue Hillman '60

Suzanne Warner '59, is thoroughly convinced of the merits of spending one's Junior year abroad; Sue did just that, studying in Spain at the University of Madrid. A History major, she feels that the ability to speak another language is essential to any-

one who plans to study history. This prompted her to go abroad last year.

Sue's classes at the University included History of Spain, History of Spanish America, Spanish literature, and a course in the language. The classes in which she was enrolled consisted only of non-Spaniards and the students in her history classes were mainly Americans. Her classes were taught on a lecture basis and, in some instances, the instructor, after two months, spent two weeks reviewing what had been covered—a most effective system for students whose grasp of the language was not too strong at the beginning.

Only one of her courses used a textbook. For the others, the student simply purchases whatever books he feels will be of a help, a system which Sue is strongly in favor of because it encourages individual study. The testing system was a unique one; oral examinations were given, where a student would give, in front of the entire class, the answers to five questions presented by the instructor.

Sue noted that education is taken very seriously in Spain due to the fact that a young person, in order to get ahead at all, must be educated. Liberal arts education is unknown; students enter a specialized field right after they finish high school. It is interesting to note that many young women in Spain study pharmacy.

In Madrid, Sue lived with four other girls at the home of a widow. The other young women were studying, working, or traveling and they fascinated Sue because of their diverse interests and activities.

In addition to studying, she found time to travel in Spain. Among the cities which she visited were Seville, Barcelona, and San Sebastian. She witnessed bullfights, gypsy dances and the jota, a typical colorful folk dance.

Sue feels that perhaps the most valuable aspect of her year in Spain, one which she would not have experienced elsewhere in western Europe, was the opportunity of living under a dictatorship. She was very impressed by the graciousness with which the Spaniards treat foreigners. Their friendliness and eagerness to be of assistance to travelers was particularly evident. She noted that the Spanish people are, on the whole, a poverty-stricken group, but that they seem to retain a sense of individual pride and honor that is impressive.

### Experiment

by Renee Cappellini '60

Sue Snyder chose Yugoslavia for her "Experiment in International Living." Like most Americans, she was curious about life in a Communist country, and Yugoslavia's unique position as a communist country independent of Moscow made it doubly intriguing. As a Government major, Sue was particularly interested in the country's reaction to its new-found nationalism. Before Tito's successful uniting of her six republics, Yugoslavia had been under foreign domination for most of her history. The peoples' faith in Tito as leader and political savior is overwhelming; the general opinion of U.S. foreign policy is determined by whether or not Tito approves.

Contrary to the American conception, Sue found the young people most contented with their government. Older groups who may have known something of the world find the restrictions on leaving the country a real hardship. The youngsters who can go abroad to study are not so dissatisfied that they would desire to stay away. They seem to feel that

See "Abroad"—Page 4



## Critic Lauds Pianist

by Marcia Corbett '59

On Tuesday evening in Palmer Auditorium, Connecticut College presented Gary Graffman in a piano recital of overwhelming proportions. The young artist not only selected works of extreme difficulty, but performed his program with an impeccable technique.

The four movements of the Sonata in G major by Hayden were clearly phrased and well articulated, with a characteristically cheerful and robust quality. With the Brahms Variations and Fugue on a Theme by Handel, Mr. Graffman was able to display further his positive, steady pianistic skill. Delicate runs and embellishments as well as thrilling octave pas-

sages were flawlessly executed. The Chopin Nocturnes, Opus 27, in spite of their overflowing soulfulness, were sensitive but never sentimental. If these works are less technically demanding than others, they are worthy of deep intellectual consideration. It is, perhaps, to such a consideration that we may attribute the gratifying performance of the Nocturnes. In his final selection, The Six Etudes of Paganini-Liszt, Mr. Graffman proved himself the master of his instrument. The piano emerged as a vehicle for his virtuosity.

Obliging his audience with two encores, a Sonata in D by Scarlatti and the Spinning Song of Mendelssohn, Mr. Graffman continued to treat each note as a profound musical utterance.

## Abroad

(Continued from Page Three)

Tito's government is keeping its promises and will eventually turn all power over to the workers. They point to the Worker's Council which is at present set up in all enterprises and which must approve all measures proposed by the manufacturers. The fact that the Worker's Council is itself dominated by members of the Socialist Alliance of Working People, the "Party" in Yugoslavia, does not seem to interfere with their expectations.

The Yugoslavian is proud of his Communist government, but most particularly of its national character. He has no desire to spread his political views to the rest of the world since he believes in 'peaceful co-existence.' However, he does not want to be interfered with. He welcomes U.S.

See "Abroad"—Page 5

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## Gov't Major Gay Hartnett '59 Tells of Capitol Hill Work

Among the college interns working for the government, was Gay Hartnett '59, who spent her summer vacation in Washington, D. C. The particular program which Gay was on is sponsored by Smith and Mount Holyoke. Both colleges, along with Connecticut and Amherst, send interested Government majors to Washington each summer to gain experience in one particular field of government activity.

Gay worked for the Foreign Training Division of the Agriculture Department, which is conducted by the U. S. Department of Agriculture, the International Cooperation Administration and the Land-Grant Colleges. In America's joint technical cooperation efforts with friendly countries who are developing their economies, training is the heart of the job. Improvements must begin with agriculture in the lesser developed countries, for something like 85 per cent of their peoples depend on the land for their living.

During the first three weeks of the summer, Gay attended a Public Administration Short Course,

along with twelve participants from foreign countries. At the end of three weeks, Gay went on a field trip to Raleigh, North Carolina, which gave her experience in state-level administrative techniques. She then returned to the Division office in Washington. Gay learned about the activities of this department and other Agriculture departments from various employees; she compiled statistics, checked programs, drew charts, and helped evaluate findings.

In the evening there were many features which occupied Gay's time. These included a dancing class, open house, films, square dancing and the International Circle where Gay had a chance to participate in informal discussion with visitors from abroad, sharing their ideas and experiences. Gay shared an apartment in the Georgetown section with three other girls, one from Smith and the other two from Holyoke.

After the day's duties were over, Gay often attended the Watergate Concerts, visited Capitol

See "Job"—Page 5

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# Kings of Conn.

Three winners have been chosen in the contest to determine "King Conn" which was sponsored by Jane Addams House for Community Fund. A panel of four judges procrastinated over a total of 242 pictures before they announced their final decisions to Lydia Coleman, chairman of the contest.

The judges, who were Dean Babbott, Mme. Chadbourne of the French Department, Miss Torrey of the Psychology Department and Miss Conklin of the Physical Education Department, chose Lt. j.g. Dirck Teller, USNR, as the winner in the beaux and older brothers' category. His picture was entered by Gay Hawkins, a freshman in East. Winner in the fathers' category was Mr. John Richmond, father of Mallie Richmond, a freshman in Branford. Eicke Baring, younger brother of Elke Baring, won the little boys' contest. Elke is a foreign student residing in Mary Harkness.



EICKE BARING

Lt. Teller is now stationed in Jacksonville, Florida. He is a graduate of Georgetown University, class of 1954, and lives in Germantown, Maryland. Sports cars are Dirck's main hobby, and he attends sports car rallies in his Kharman Ghia. After his stint in the Navy, Dirck hopes to go into Foreign Service.

The winning father, Mr. Richmond, is a graduate of Brown. He deals in real estate and insurance in his home town of Newport, R. I. His hobby, as evident from the picture of him, is boating.

Eicke Baring was six years old when the picture submitted of him was taken. He is now fifteen and attends a university, comparable to our high school, in West Berlin, Germany. His hobbies are varied, ranging from reading and photography to field hockey. Eicke hopes to attend college.



MR. JOHN RICHMOND

Runners-up were chosen in each category. The runner-up in the beaux and older brothers' contest was Lee Pierson, a student at Princeton from Hamden, Conn. His picture was entered by Sally Stammler, a sophomore in Wind-



DIRCK TELLER

ham. Mr. Marell Marean, runner-up in the fathers' category and father of Linda Marean, a sophomore in Grace Smith, is from Marblehead, Mass., where he is a real estate agent. Dartt Chapin was the runner-up in the little boys' category. He is nine years old, lives in Greenwich, Connecticut, and is the brother of Dinny Heiskell, a sophomore in Jane Addams.

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## Abroad

(Continued from Page Four)

aid, is thankful for the help received during World War II, but he does not want to be told what to do with funds. He wishes to be left in peace to progress according to the government which has thus far done so much for him.

There is no such thing as a minority opinion and people admit that civil liberties are somewhat curtailed. However, they await the day when everyone will be true Communists and the right to disagree will be restored. They look forward to the universal 'social conscience' which will impel the individual to seek not 'government for the people; but all the people for the government.

As might be expected, there are great misconceptions about America. The U. S. is pictured to them as being run by gangsters and Big Business, with no one to protect the worker. They are well-informed only insofar as mistakes are concerned: Little Rock and Sherman Adams received plenty of publicity.

## Job

(Continued from Page Four)

Hill and attended various Committee meetings, including a session of the Hoffa hearing.

The most important experience, to Gay, was the opportunity to meet and know many people from various parts of the world. She enjoyed working with them, and feels that this will be the type of work in which she would like to engage after graduation.

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## French Lecture

(Continued from Page One)

Literature at Yale until 1933. He left this post in 1933 to teach at the University of Cairo, and returned to Yale in 1938. Mr. Peyre holds a number of honorary doctorates from American Universities. He is one of the foremost authorities on Contemporary French Literature, and has been called "an official ambassador of French culture on this continent." Mr. Peyre also is President of the American Association of Teachers of French.

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## Robert Taylor, Tony Curtis Headline Downtown Theaters

by Carol Plants '60

Party Girl is one of those movies which MGM makes every once in a while to let the fans know that the oldsters on the lot are still around. The case in point here is Robert Taylor, slick as ever with his clipped mustache and white carnation. Mr. Taylor is a real smart lawyer working for Lee Cobb's big Chicago outfit during the thirties. Cyd Charisse is a gal who likes to give the men a real icy stare, but underneath she's warmhearted, and a night club queen at that. Cyd who does her own dancing, gets stuck with some pretty stunted dialogue, and when someone tells her that the cloak room is in the bedroom, she

manages to quip, "It's going to be an evening, I see." Much of this sort of dialogue gets lost amid an avalanche of "little scenes" composed of "let's-use-up-all-the-old-props-and-sets-we've-got-around-boys, they-won't-know-the-difference" techniques. Finally The Big Lawyer and The Beautiful Showgirl find their way out of the maze of speakeasies, lavish apartments, jails, courtrooms, and night clubs in cinemascopic bliss.

### Defiant Ones

The Defiant Ones, is the other weekend screen offering. With a plot based on sure-fire antagonisms, two escaped convicts, Tony Curtis and Sidney Poitier, fight, crawl, and hate their way to freedom while tied to each other with chains. Stanley Kramer's idealistic argument for brotherhood tries to prove a chain is no weaker than its missing link, (as a contemporary poet has said).

## French Comedy Hit Of Marcel Pagnol Featured Saturday

Marcel Pagnol's new comedy, Letters From My Windmill, will be the feature presentation at the campus movie Saturday, November 22, at 7:30 p.m., in Palmer Auditorium. Marcel Pagnol has adapted, directed, and produced this film, which is based on the riotous Alphonse Daudet stories. M. Pagnol is well-known as the creator of The Banker's Wife, The Well-Digger's Daughter, and the original Fanny.

Alphonse Daudet, one of France's great writers, wrote these stories from the windmill in which he lived in the South of France. He sent the stories in a series of letters to a Paris journal where they were published, and Daudet, an unknown, became famous overnight.

Letters From My Windmill, consists of three stories entitled The Three Low Masses, The Elixir of Father Gaucher, and The Secret of Master Cornille. The stories deal with desire and hope, sin and salvation, human weaknesses and their counterpart, nobility. These standard motives unfold in the stories with warmth and humor.

"A rare cinema treat," "funny and marvelous," "sharp and earthy humor," "delightful humorous trilogy . . . wonderful!" are just some of the critics' impressions of this film, which achieved the largest run of any foreign film for the season at the Paris Theater in New York.

## Student Reviewers Laud Dale Talents Displayed in Duet

by Marianne Hoadley '60 and  
Harriet Kaufman '60

On Wednesday, November 12, Mr. and Mrs. William Dale gave a duo-piano recital in Palmer Auditorium. The program commenced with Prelude to Cantata 106 by J. S. Bach, which was followed by Sonata in B flat by Muzio Clementi. In the performance of the Prelude, Mr. and Mrs. Dale displayed their ability to produce a pure and firm tone. The difficult passages in the Clementi Sonata were executed with a virtuoso technique and skillful control by both the pianists.

In contrast to the Baroque and Classic selections, the Dales chose two contemporary composers, Francis Poulenc and Norman Dello Joio. Although the Poulenc Sonata was poetic in nature and the Dello Joio Aria and Toccata was more vivacious, the two selections were similar in character due to their striking rhythmic motifs. In these two selections the Dales truly exhibited their ability to unify the two pianos despite the intricate problems of rhythm.

During the second half of the program two selections from the Romantic period were presented: Duetto in Concerto by Ferruccio Busoni and Andante and Variations by Robert Schumann. The most outstanding of the two was the Schumann, but it was unfortunate that the Dales were not together at all times in this piece.

To conclude the program Mr. and Mrs. Dale played another contemporary selection, Bagatelles, Op. 9 by Heinz Schroter. This composition was appealing to the general audience and thus provided a good conclusion.

For encores Mr. and Mrs. Dale played Concert Waltz by Bruce Montgomery and Nocturne by Borodine.

Mr. Dale is participating in the Hart College Music Festival to be held in Hartford on Sunday afternoon, November 23.

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